

EMOTIONAL INTELLIGENCE AT THE BEGINNING OF INITIAL TEACHER EDUCATION: RELATIONS TO MOTIVATION FOR TEACHING CAREER

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Abstract

Emotional intelligence (EI) and motivation for choosing teaching career are highlighted for their importance in teacher education. Individuals with high EI have excellent social management skills which are required for the teaching profession. Similarly, those with high intrinsic and altruistic motivation are more likely to stay in the teaching career. Even though both constructs are significant for teachers, there has not been any study yet to examine how these two constructs are associated. This study aims to explore the emotional intelligence profiles of students who are just entering initial teacher education and the connection of those profiles of emotional intelligence to their motivation for choosing teaching as a career. The data that are used in this study were collected across Finland (N=953) with students from Åbo Akademi University, University of Helsinki, University of Jyväskylä, University of Lapland, University of Eastern Finland, University of Oulu, University of Tampere, and University of Turku. The scales in this study are Self-Rated Emotional Intelligence Scale (SREIS) and Factors Influencing Teaching Choice (FIT-Choice). To identify the profiles of EI we first performed Cluster analysis. Next, to explore the relationships between the profiles of EI and the motivation for teaching career we performed multiple ANOVAs and MANOVAs. From the cluster analysis five profiles were identified, that were significantly different from one another. The preliminary findings of the analysis show that there are some patterns to what kind of motivations for choosing teaching as a career students had according to their EI profile.

Keywords: *Emotional intelligence, motivation, teaching career, teacher education, Finland.*
